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American Literature I

Kay Mizell Dr.
Collin College

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ENGLISH 2327: S01

Course Title: American Literature I

Course Description: A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Course Credit Hours: 3

Lecture Hours: 3

Prerequisite: ENGL 1302 or ENGL 2311

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property.
- **Withdrawal Policy:** See the current Collin Registration Guide for the last day to withdraw.
- **Collin College Academic Policies:** See the current Collin Student Handbook.
- **Americans with Disabilities Act:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current Collin Student Handbook for additional information.

INSTRUCTOR INFORMATION

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Instructor's Name: Dr. Kay Mizell

Office Number: BB201A

Office Hours: MWF 8:00-9:00 am, 12:00-1:30,

Phone Number: 972.881.5803

Email: kmizell@collin.edu

Class Information: American Literature I

Section Number: English 2327 S01

Meeting Times: MWF 9:00 am

Meeting Location: BB231

Course Resources: Collin Writing Centers, Collin LRC, Access Office, SOBI, Student Services

Textbook: Baym, Nina, ed. The Norton Anthology of American Literature. 9th ed.

Vols. 1&2. New York: Norton, 2017. **LRC journals, books, data banks**

Websites for Writing Resources

[Aristotle's Rhetoric](#)

[Bartlett's Quotations](#)

[Basic Prose Style and Mechanics](#)

[Collin College Writing Centers](#)

[Copyright Web Page](#)

[MLA Electronic Sources](#)

[Purdue Online Writing Lab Handouts](#)

[Roget's Thesaurus](#)

[The Slot: A Spot for Copy Editors](#)

[Strunk's Elements of Style](#)

[Web Style Guide](#)

[Writing Resources](#)

Method of Evaluation:

Evaluation: A relationship between competency completion and grades emerges in scores given for essays, research paper, labs, forums, and final exam. (Course Requirements). The following grading scale will be used:

Five response papers	250	850 Cumulative Point System
Critical Paper	100	765-850 = A
Final	150	680-764 = B
Presentation	50	595-679 = C
Exams	300	510-594 = D

Total	850	0-509 = F
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Peer Critique *(may be used for self-evaluation of essays)*

Grading Standards for Response Papers and Essays (Adopted from SMU Standards)

Areas of concern	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant/important controlling idea or assertion supported with concrete, substantial, and relevant evidence. <u>Originality and creativity a plus.</u>	Controlling idea or assertion supported with concrete and relevant evidence <u>but neither is as significant and substantial as the A paper.</u>	Controlling idea or assertion general, limited or obvious; some supporting evidence is repetitious, irrelevant, or sketchy	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, contradictory or aimless	No discernible idea or assertion; controls the random or unexplained details that make up the of the essay .

Development	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or dull. Introduction or conclusions may be mechanical rather than purposed for the essay or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has already been said.	Order and emphasis indiscernible; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style	Sentences varied, purposeful, and emphatic; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague and unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary; redundant sentences throughout the nonstandard or unidiomatic tone indiscernible or inappropriate to the subject.
Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of “edited Standard American English.”	Grammar, syntax, punctuation, and spelling contain no serious deviations from the conventions of “edited Standard American English.”	Content undercut by some deviations from the conventions of “edited Standard American English.”	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

Note: The areas of concern are listed in their order of importance. Weight distribution should reflect such designations in your grading criteria.

Policies

- **Turn around** time for returning papers is 48-72 hours from the due date, for responding to emails is 24 hours, although efforts will be made to respond more quickly. Unforeseen circumstances may occasionally result in a greater lag time.
- **Plagiarism** results in a grade of 0 on the paper. Students involved in either cheating or plagiarism will be referred to the Dean of Students and formally charged. Plagiarism is a serious academic offense. Students need to be aware of the consequences, both short-term and long-term, of collusion, cheating, and/or plagiarism before they begin the course. Please read the policy on [academic honesty](#).
- **Plan B.** In the event of a short-term or a long-term catastrophe, please know that we will go to the Back-Up Plan. Print out your schedule on the first day, so you will have your assignments and can continue to read and to prepare them until the College systems are restored. You will be responsible for the work regardless of the gap in services.
- **Evaluation:** A relationship between competency completion and a grade emerges in scores given for response papers, critical paper, exams, presentation, and final exam. The outcomes measured by exams match those required by the English Department at Collin College.
- **Accommodations:** American Disabilities Act Compliance
 “It is the policy of Collin College to provide reasonable accommodations for qualified individuals who are students with disabilities. This college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the faculty member and/or the Services for Students with Disabilities at 972.881.5898 in a timely manner to arrange for appropriate accommodations.”
- **Meet Deadlines.** All papers must be in the folders on Canvas before the deadline. Once the folders close, the paper will not be accepted. Plan ahead. Glitches always happen.
- **Course Repeat Policy.** You may repeat this course only once after receiving a grade, including W.
- **Religious Holidays:** In accordance with Section 51.911 of the [Texas Education Code](#), Collin College will allow a student who is absent from class for observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students are required to file a written request with each professor within the first fifteen days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Registrar's Office.
- **Attendance:** As the Collin College Student Handbook states, "Regular classroom attendance . . . is expected of all students" (26). It is the responsibility of the student to consult with the instructor after an absence. After three consecutive absences the

student should drop the course. In addition, students should be on time for class. If a student is ten minutes late, he/she will be counted absent. Roll will be taken each session.

- **Withdrawal Date:** Students must drop the course by **October 19, 5:00 p.m.** if they wish to withdraw and to receive a W for the course. They must go to the Registrar and fill out the paperwork to drop the course. Otherwise students are given the performance grade at the time they stop attending class, which is often an F since they will not have completed much of the work.
- **Limit on Withdrawals:** Students are limited to a **six-course drop** for all Texas courses in which they have enrolled including from transfer colleges. To find the details of the policy, see the following link: <http://www.collin.edu/gettingstarted/register/withdrawal.html> To avoid a penalty, students must drop the course before the **Fall Census date September 10.**

- **Academic Honesty**

The student has a responsibility to not engage in any unethical behavior that relates to his/her academic studies. **Students who engage in academic dishonesty are referred to Collin's Student Services for possible disciplinary action and receive a 0 on the paper or exam.** Academic dishonesty includes, but is not limited to, the following practices:

1. Gaining assistance from another student or giving assistance during testing.
2. Reproducing the content of an exam, after test review, in written, oral or magnetic media.
3. Modification of test answer sheet during test review.
4. Dissemination of material tested (examination questions and content discussed at test reviews) to other students in your class or future classes.
5. Plagiarism of copyrighted material. Plagiarism includes using material as one's own without giving credit or copying portions of a text without using quotation marks and documentation.
6. **Using one's own paper submitted for credit in another course without asking permission ahead of time.**
7. Consequences may include the following: a 0 on the paper, notification of the Dean of Students, and a possible two-hour session on academic ethics.

COURSE REQUIREMENTS

1. Read assigned works and participate in class discussions.
2. Write closely graded critical analyses.
3. Write three major essay exams in class including the final.
4. Write response papers on readings giving textual support.
5. Take two-hour final essay exam.

ASSIGNMENT DESCRIPTIONS

This course requires five response papers, one formal research critical paper, a presentation of research, and four essay/objective exams (including final exam).

- **Response Papers**

A response paper takes one aspect of the reading and gives an analytic reading of the text. For example, the analysis may examine Bradford's account of the Separatists' (Pilgrims') reasons for coming to America, the struggles on the voyage, the choice of a settlement site, the drafting of the Mayflower Compact, the treaty with the Indians, or the first Thanksgiving. It is important to support the comments with quotations from the text to illustrate the points being developed. Papers will be evaluated on their thought, references to the text, and insights into the significance of the writing, as well as secondarily, clear, coherent standard English.

- **Critical/Research Paper**

Students select an author and use one or more of his/her works to develop a thoughtful, critical reading of the work, emphasizing the author's relationship to the historical, political, social, or ideological context of the time. The paper will use at least one primary source (the author's work) and four secondary sources of critics writing about the piece or the author's ideas. These secondary sources should be from peer-reviewed articles, books from credentialed authors, and/or scholarly supplementary texts (perhaps other primary texts from the period). **The paper will be graded on clarity and coherence of thought, uses of sources and MLA documentation, use of passages to support the claims, and standard English usage.**

- **Library Research Resources: available through Cougarweb library tab**

<http://collin.libguides.com/content.php?pid=75526&sid=559327#1763129>

- **Exams**

Exams will include matching of authors and works, short essays of definition or exposition about concepts or works, and a longer question that synthesizes the dominant intellectual current of the period. Some exams also include quotations from key passages for identification of the work or author and/or multiple choice questions about individual works and authors. **Exams will be graded on correctness of answers for the objective portion and for accuracy, coherency, and depth of essays as well as secondarily standard use of English.**

TEXTBOOKS

Baym, Nina, ed. The Norton Anthology of American Literature. 9th ed.

Vols. 1&2. New York: Norton, 2017. (mandatory)

Book-in-Common. Kate Winkler Dawson's *Death In the Air* (optional)

FALL SCHEDULE 2018

All response papers and the critical paper will be due in the folder on Canvas by 8:55 a.m. on the due date. Papers not submitted into the folder will not receive credit. We will be using the 9th edition of the Norton Anthology.

Due Dates are color-coded as follows: Response papers are indicated in green, exams in red, and research/critical paper in purple.

Week 1

M 8.27 Introduction to the course. [Second Inaugural Address](#).

W 8.29 Native American Literature: 21-26 (You may scan 26-34 or read all the pages if you have time or inclination). [Woodcut c. 1505, p. 9](#).

Do read Columbus 34-38 and De Vaca, 43-51. [Notes](#). [Matrix](#)

F 8.31 [The Colonies](#): 3-20 Pilgrims: Bradford, 120-56. **Response Paper 1**.
Mayflower Compact, 138, First Treaty 140-41, First Thanksgiving, 144.

Week 2

M 9.3 Labor Day Hoiliday

W 9.5 Winthrop 165-76, Journal 177-79; [Puritanism](#). [City Set on a Hill](#)
[A Model of Christian Charity](#). John Winthrop

F 9.7 [Williams](#), 194-201, 204-206
[Bradstreet \(see Tenets\)](#) 207-209, 222-226, 228-230, 232-233,
Optional 235-238. (Prologue, The Flesh and Spirit, The Author to Her Book,
Before the Birth of One of Her Children To My Dear and Loving Husband,
In Reference to Her Children, Here Follows Some Verses upon the Burning
of Our House)

Week 3

M 9.10 [Rowlandson](#), 256-275, 283-288. **Response Paper 2**. Before class submit the
paper into the folder entitled "Response Paper 2" on our homepage found on
your Canvas. **Fall Census date**. (May withdraw without counting against
the 6 Ws for college career).

W 9.12 Read [Taylor](#), 289-290, 292-293, 295-296, 298-299, 305-306. [Last Supper](#)
Communion

F 9.14 [Sewall](#), 307-322, 323-326. [Byrd](#), 390-396. Bay Psalm Book 186-192;
[Kiowa Translation of 23 Psalm](#). New England Primer 361-363.

Week 4

M 9.17 Mather, 327-333, 356-366, [Overview](#). [Bonifacius: Essays to Do Good](#).
[Questions](#). **Response paper 3** on Wonders of the Invisible World or Bonifacius
[Contributions, Attitudes, and Beliefs of Puritanism](#). [Review](#)

W 9.19 [Rise and Decline of Puritanism](#). [Edwards](#) Outline: Jonathan Edwards
[Resolutions](#): **Response Paper 4** on **Edwards: Personal Narrative**, 395-408;

F 9.21 **Exam I**.

Week 5 [Test Feedback](#)

- M 9.24. National Literature: 1700-1820: 365-378. [JE Resolutions](#): [Our Resolutions](#). [SO1](#)
 Divine and Supernatural Light, 416-429;
 Sinners in the Hands of an Angry God, 425-36.
- W 9.26 [Education of Men](#) in Great Migration of Puritans to New England.
[Knight](#), 379-387. See [Crevecoeur](#) 604-614. "*What then is the American, this new man?*" Political Systems:
- F 9.28 [New Republic](#). [Franklin](#), 455-463 [Way to Wealth](#). Contrast between Edwards and Franklin. 480-488, 532-542 (assignments in class).
[Sample response paper on Franklin](#)

Week 6

- M 10.1 [Quakerism](#). [Woolman](#), 596-604. [Occom](#), 445-48. **Response paper 5**.
 Examine Literary Research for [Critical Paper](#): [Example](#)
- W 10.3 America Politics and Philosophy: [New Republic](#) outline. The Federalist Papers 677-686. [Federalism](#). Paine, 639-653
- F 10.5 LRC Data Banks. Begin work on critical/research paper.
 Trends in Composition Conference. No class.

Week 7

- M 10.8 Jefferson: [Declaration of Independence](#), Jefferson's Theory 659-667. [Freneau](#) 756-607. [Wheatley](#), 762-764, 772-774.
- W 10.10 [Tyler](#). [The Contrast](#), 775-816. Readings assigned in class.
- F 10.12 [Review for Authors](#). [Review for Content of the Works](#) **Exam II**

Week 8

- M 10.15 **Volume B**: American Literature, [1820-1865](#): 3-24 Report on Critical Paper Topic.
- W 10.17 Durand's [Kindred Spirits](#) (Cole and Bryant), 1849. [Gardens](#). [Romanticism](#): Romanticism vs. Classicism. [View of Death](#). [Thanotopsis](#). [To A Waterfowl](#) 121-125
- F 10.19 [Irving](#), 25-27, 29-62.. Critical Paper Update and [Sample](#).
Last day to withdraw from the course
 (but counting against the six of withdrawals for your college career --6).

Week 9

- M 10.22 [Amon Carter](#). [Painting](#). Native Americans: Removal and Resistance. Pink Group: Black Hawk, 349-353.
 Green Group: Petalesharo 354-356, Blue Group: Elias Boudinot 357-365,
 Yellow Group Apress 129-130, 154-59. Purple Group: Cherokee Memorials

- 361-366. Red Group: Emerson 367-69. Assignments: [Native Americans](#)
W 10.24 Peer review for [Sample Critical Paper](#); [Peer Critique](#)
[Critical Paper Self-Assessment](#).
F 10.26 [Romanticism](#), [Cooper](#), 62, 72-78, 79-80. The American Democrat.

Week 10

- M 10.29 **Presentations:** [Emerson](#), 211-213, Each and All, 341; Nature, 214-242
[Background for Transcendentalism](#).
W 10.31 Emerson, The American Scholar 243-256, Self-Reliance 269-286.
[Emerson's Works](#). [Characteristics of Transcendentalism](#).
F 11.2 **Critical Paper Due. Choose from among these authors.**
Turn in paper into Canvas folder. Submission of paper instead of class.

Week 11

- M 11.5 Thoreau 961-63, Government. 964. [Walden](#), or Life in the Woods. 981-1154,
Selected passages. Slavery in Massachusetts, 1155.
W 11.7 **Presentations.** Hawthorne, 369-372,
[Assignments for Scarlet Letter](#). [Unpardonable Sinner:](#)
Response paper 6 (to substitute for missed paper; final one).
Minister's Black Veil. 409-17. Young Goodman Brown 386-95.
Literary Criticism of Young Goodman Brown. The Birthmark
F 11.9 [Hawthorne](#), 450-593. [The Scarlet Letter](#). The Scarlet Letter.
Collaborative Learning. Preface to *The House of Seven Gables* 594. [SO1](#)

Week 12

- M 11.12 [Rappaccini's Daughter](#) 430-49. [Literary Criticism](#).
Response Paper 7 (final one, substitute) REVIEW FOR EXAM III
W 11.14 Independent Study Circles. Do not come to class.
F 11.16 **Exam III (objective), Bring scantron to class.**

Week 13

- M 11.19 **Presentations.** [Poe](#), 629-32, Philosophy 719-27, [Dream-Land](#), [Raven](#) 637-39,
Annabel Lee. [Vincent Price](#) [Rhyme Scheme](#) [Quiz Meter](#). Ligeia 644-53,
Cask 714-18. Tell-Tale Heart, 691-95.
W 11.21 Thanksgiving Holiday.
F 11.23 Thanksgiving Holiday

Week 14

- M 11.26 **Presentations.** [Poe](#), Masque 687-90, Black Cat 695-701, [Usher](#) 654-67,
[Fall of the House of Usher](#)-- Assignments for collaboration
W 11.28 **Presentations.** Melville, Typee (SO2), [1424-26](#), Bartleby 1483-1509.

[Melville](#), Billy Budd. 1587-1643. Terms for Melville:

[Billy Budd](#) [./seascapes Melville.htm](#)

F 11.30 Melville. [Interpretations of Billy Budd](#). Poets of the Tradition: [Brahmins](#)--
Longfellow, 596-99. 600-01, 602-04, 604-06. [isms](#). --CUMULATIVE FOR FINAL.
[Review](#) Prepare [Dickinson](#) selections.

Week 15

M 12.3 **Presentations.** [Assignments](#) [Dickinson](#), 1659-1704, |

W 12.5. [Slavery and the Civil War](#). Whittier, 608, 611, 612-28. Jacobs, 920-941.
Truth 801-02. Stowe, 805-827.

F 12.7. Douglass, 1170-1239. 1251-253. Lincoln,
730-39. Feminism: Fuller, 740-76.

Week 16 --Finals Week Go only to your exams this week; no regular classes.

F 12.14 Final Exam Bring Scantron and paper for essays 9:00-11:00